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most cases, obviate, or at least minimize, the clashes and frictions that arise in school life. Such neglect of duty toward teachers is simply criminal.

Discipline is not merely for school—it is for life. While we must inflict penalties at times, let us do it with an ever-present faith in the better part of the pupil's nature. While we strive to eradicate the "it," let us ever remember the boy or girl to whom the "it" clings as an expression of the worse—not the better—side of the pupil's nature.

ELEMENTARY SCHOOL CONFERENCE ON SCHOOL INCENTIVES

SUPERINTENDENT W. D. PARKINSON, Waltham, Leader: The school should marshal to its aid the incentives which originate in the home, in society, in the church. It may bring to bear whatever natural and social impulses serve to set in motion its activities, but its aim should be to transmute these impulses into corresponding spiritual interests, and to gear its activities to those permanent motives which mature into principles of action and constitute the fibers of character.

Artificial incentives, such as marks, rewards, penalties, prizes, honors, promotions, may be erected like follow-flags to beckon toward goals too distant to attract the child's interest; but when such guide-signs cease to be in line, or when made ends in themselves, they become misleading. So far, then, as the school employs such artificial incentives, great care should be taken that they point to just conceptions of success, of duty, of honor, of truth; and as the pupils advance in years, the nearer and more material incentives should be supplanted by the more remote and spiritual.

The school should be alert to seize upon the passing interests of the children, and to strike while the iron is hot. But the well-disciplined school, like the disciplined mind, will choose which incentives shall prevail, and will cultivate industry, persistence, courage, steadfastness—virtues which consist in the sacrifice of nearer to more remote ends.

Incentives, however weighty, lose force by frequent or indiscriminate emphasis. The standards of the school, therefore, should discriminate between error and wrongdoing, between information and understanding, between incidents and principles, between propriety and rectitude; and its bestowal of approval and disapproval, of praise and reproach, should be kept within the same bounds of propriety and of good taste as obtain in good society.

The emphasis should be upon those incentives which impel rather than propel; upon hope rather than fear, cheer rather than rebuke, self-respect rather than shame, anticipation of success rather than warning of failure.

ELEMENTARY SCHOOL CONFERENCE ON THE PARENT PROBLEM

ISAAC HUSE, principal of Franklin Street Grammar School, Manchester, N. H., Leader: If, in addition to the careful analysis of the "parent problem" by Professor Wells, we could have had the address by Professor Locke, of Chi-

ago, we should have had a complete presentation of the subject. The latter would well represent the most cosmopolitan city that we have, not even excepting New York. Chicago is a city where the parents carry their strikes even to the schools, and children even "strike." Such are newspaper reports, at least. The quietude of this college town is the exact opposite from our large cities' seething restlessness.

Let us have for a moment the classification of parents given to us by Professor Wells. There are parents who hinder, who are indifferent, and who are helpful. In solving this problem let us ask ourselves if we are doing all we can for our patrons, our "parents" of this problem. We boast of our power over our pupils, whether they are of foreign or native birth. Have we really tried to have our school influence the parents? All such endeavor will help us to solve our problem. I have two instances in mind of the power of our public schools to make Americans of foreign children. I once spoke to a young Swede about his Swedish blood and language, and was curtly told: "I am not a Swede, but an American." I, a few years ago, made the acquaintance of a young Bohemian who was on his way from Chicago to Boston. He had carefully saved his money from his clerkship salary in order to visit Bunker Hill, Plymouth Rock, and Lexington. No American boy ever talked more patriotically. I mention these two instances, apparently outside of our subject, in order to repeat the question: Are we endeavoring to reach the parents of our children with our public-school influence? We are now reaching future parents, but the present ones are what concern us.

We shall leave the consideration of the helpful parents, and discuss the troublesome and indifferent ones. The keynotes to success in dealing with them (as with all parents) are acquaintance and co-operation. These two points, if handled with tact and diplomacy on our part, will often accomplish wonders. Call on parents. Make an effort to do so. This cannot be done on a large scale in the city, but it can be done oftener than you now imagine. Such calls will often prevent trouble with pupils. If trouble comes with pupils, and you fear trouble with parents, ask them to call at school. You are on your own ground then, and can control the situation better. Two clear cases are fresh in my mind. A boy had come very nearly doing as he pleased under cover of certain privileges granted by the school-board rules. A polite note summoned the mother to school. The father was absent from the city. A common-sense rule to govern this particular case was agreed upon. The rule or agreement was broken by the boy two days afterward, and the penalty followed. No more trouble from that boy! In the other case a boy had stayed out of school, and had given his father a plausible reason therefor. The father was asked to visit the school, and he did so. He became so interested that he stayed over three hours in his two visits. He remarked, on leaving, that his boy *must* come regularly, and he has thus come.

If acquaintance with the school and co-operation with the teacher are so helpful, how about the abolishment of "exhibitions" and graduation exercises? Nothing pleases parents more than to see their children participate in such holi-

day or other entertainments. The success of many private schools depends on participation in public gatherings. Private schools cannot have an unsolved parent problem. Mission schools must have the parents' co-operation and good-will. The remarkable success of the late New West Education Commission in Utah and New Mexico shows what can be done in this line. Superintendent Dutton has told us in his book of the Education Society of Brookline, Mass. In this we have an organized endeavor to enlist the energies and the talent of the entire community. Good resulted, and will always result from such societies. Some such organization is possible in about every town. The pupil-study idea is a scheme of co-operation by means of blank forms sent by the teacher and filled out by the parents. Parents' meetings or mothers' meetings are valuable helps in establishing cordial relations with parents beyond the actual good directly aimed at. Educators are now asserting that our school buildings should be used more than we use them. In some cities public-school buildings are being opened for lectures and for other general educational purposes. These movements have a double object: they educate and cultivate, and they turn the thoughts of parents toward the school. The ethical side of school work has been our subject in this conference. I regard it as paramount in our parent problem. No parent, whether Jew or gentile, Catholic or Protestant, believer or atheist, will fail to respond to our advances.